

Differentiated Reading Instruction in a Multi-Level Classroom Central Kentucky (August)

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Instructor Contacts	
TBD	TBD

Overview

This institute is within the Experienced Teacher's Institute and is designed for KYAE adult education instructors of reading and writing who teach students in a classroom environment.

Prerequisites

Orientation to Adult Education, Reading and Writing Instruction: Best Practices (formally Foundations in Reading and Writing), and Strategies for the Struggling Reader: Diagnostics to Instruction. You will be more prepared to participate if you have taken the New Teachers Institute and Effective Instructional Strategies.

Institute Description

This institute will build upon the Strategies for the Struggling Reader: Diagnostics to Instruction training. Participants will learn how better to understand the similarities and differences among students that affect learning and use the information to plan instruction that will meet the needs of a multi-level classroom. Based on the latest brain research, participants will learn how to identify diverse learning styles of their students (beyond visual, auditory, and kinesthetic) and identify instructional strategies, tools, and resources that will address students' diverse learning needs. Participants will create a profile of their class based on various assessed needs and choose, modify and apply lessons, strategies, tools and resources that may be applied to their particular classroom setting. These strategies may be applied to assist students in reading and writing in all content areas.

Learning Goals

The goal of the workshop is to provide an understanding of:

- the purpose of differentiated instruction for adult literacy students
- various learning needs assessments and how to use them to create differentiated instruction
- various strategies and techniques for implementing differentiated instruction based on various learning needs of students

Performance Objectives

This institute will enable students to:

- Analyze the definition and purpose of differentiated instruction
- Create a classroom profile of adult literacy students based on student demographics, reading and writing assessments, and learning style assessments
- Explore and apply various instructional strategies and tools used to teach reading and writing in a multi-level classroom
- Link classroom profiles with strategies to create lessons for a multi-level classroom

Institute Design

The institute will combine face-to-face sessions, demonstrations of instructional strategies, distance learning, classroom application of learning and an opportunity to receive feedback from an instructional coach. The components of the Institute are listed below. Specific instructions related to each are found in the Institute Schedule section of the syllabus.

- **Introduction**
Format: Online via ANGEL
 - Assessment of Prior Knowledge
 - to determine participant's familiarity with the content of the institute
 - Online Assignment
 - to prepare participants for institute participation
 - Other (TBD)
- **Kickoff Session**
Format: Two days; face-to-face
 - TBD
- **Interim 1**
Format: Distance Learning
 - Assignment
 - Complete an assignment applying knowledge and skills covered during the kickoff session with students.
 - Web-Conferencing
 - Meet via web conferencing to debrief, engage in discussion and sharing with peers, and prepare for upcoming sessions.
 - Other (TBD)
- **Continuation Session**
Format: Two days; face-to-face
 - TBD
- **Interim 2**
Format: Workplace
 - Classroom Project

- knowledge acquired in the prior sessions will be implemented in the classroom resulting in formal lesson plans
- Coaching Visit
 - an opportunity to practice instructional strategies, receive constructive feedback and ask questions
- Other (TBD)
- **Showcase Session**
 - Format: one day; face-to-face
- Other (TBD)
- **Wrap-up**
 - Assessment of Knowledge Gained
 - to determine the effectiveness of the institute overall and the knowledge gained as a result of participation
 - Other (TBD)

Books & Materials Used

TBD

Assignments

Assignments are designed to assist participants in incorporating knowledge, strategies and tools learned in the Institute into their classroom instruction. All assignments must be completed in a satisfactory manner (see scoring rubric) and submitted prior to the published deadlines in order to receive credit for the institute.

Angel Website

Angel is KYAE's online course management system. Using Angel you can download the institute syllabus, submit assignments, obtain course information, access resources and participate in discussion.

How to get to online courses in Angel:

After you have registered for this institute, you will receive an email on how to complete the online pre-work and pretest in Angel. You will also get an e-mail from kyvc@kyvc.org indicating that an Angel account has been created for you giving you your username and password so you can begin taking your online courses.

When you are ready to take your course, please go to the following Website:

<http://kyvae.ky.gov> or <http://www.kyvc.org>. You will see the login area in the middle of the page. If you are a new student, you will be prompted to change your password the first time you log into the system. After you successfully login, your course(s) will show up on the left hand side of that page under "Courses". To get started, click the name of the course. You may also update your personal information by clicking "Update Personal Information" under the "My Information" area.

If for some reason, your courses do not show up under "Courses" after you have logged into the system, please contact Toni Quire at 502.573.5114, ext. 113, or e-mail her at toni.quire@ky.gov. Please note: If you cannot remember your username and password of your Angel account, please contact Toni Quire, as well.

Successful Completion of PD Requirements

In order to fulfill professional development requirements, participants must attend all required institute days, including face-to-face sessions, Web conferences and conference calls, as well as, successfully complete all projects and tasks. A scoring rubric will be used to assess all projects and tasks. Projects will be evaluated by the facilitator.

Facilitators will work with participants when extenuating circumstances, such as a serious illness or a death in the family, occur that prevent a participant from attending a required component of an institute or training.

Expectations

- Assignments
 - In order to maximize the content of the institute, participants are expected to complete all additional components – pre-work, interim work, classroom project and coaching visit—prior to the assigned deadline.
- Attendance
 - Attendance is expected at all sessions and the web-conferencing events. If a serious situation, such as a serious illness or a death in the family, prevents attendance at any session, participants are asked to notify Carrie Davis at 859-323-2824 in advance of the scheduled session.
- Feedback form
 - Following each session participants will complete an online survey to give feedback on the session. Participants are expected to complete the form within one week of completing the session.
- Participation
 - Participants are expected to participate in lectures, discussions and activities in a manner that respects the beliefs, attitudes and feelings of fellow participants, facilitators and instructors.

Policies

- Cohorts
 - Participants join a cohort when they sign up for the institute in PD track. Cohort participants will remain as a group throughout the length of the institute. Participants may not change cohorts once the institute has begun.
- Inclement Weather Policy
 - Face-to-face sessions will be cancelled due to inclement weather only when the local county (county in which the session is to be held) school board closes schools. Please check area news channels for school closings.
- KYAE Professional Development
 - For updated information regarding KYAE policies and information, visit <http://www.kyae.ky.gov/educators/pd.htm>.

Institute Schedule

Introduction

Location: Online (Angel)

Due by
August 16,
2010

Tasks to complete:

- Review and print syllabus and checklist
- Assessment of Prior Knowledge
- Other (TBD)

Kickoff Session

Location:

- Face-to-Face
- TBD

August 19,
2010
9am-4pm

Items to bring:

- Syllabus and checklist

August 20,
2010
9am-4pm

Learning:

-

Resources to be given:

- Participant Binder

Assignment

- TBD

Interim 1

Location: Distance Learning

August
2010 –
January
2011

Tasks to complete:

- TBD

Continuation Session

Location:

- Face-to-Face
- TBD

January 27,
2011
9a-4p

Items to bring:

- TBD

January 28,
2011
9a-4p

Learning:

-

Resources to be given:

- TBD

Interim 2**Location:** Worksite**January –
May, 2011****Tasks to complete:**

- TBD

Showcase Session**Location:**

- Face-to-Face
- TBD

**May 13,
2011
9a-4p****Items to bring:**

- TBD

Learning:

-

Wrap-up**Location:** Online (Angel)**Due by
May 20,
2011****Tasks to complete:**

- Feedback Form
- Assessment of Knowledge Gained

Additional Resources

Billmeyer, R. & Barton M.L. (1998). *Teaching reading in the content areas: If not me, then who?* Denver, CO: McREL.

Campbell, Pat (2001). *Adult Diagnostic Reading Inventory*. Edmonton, Alberta: Grass Roots Press.

Cheatham, J. B. Colvin, R. J. & Laminack, L. L. (1993). *Tutor: A collaborative approach to literacy instruction*. Syracuse, NY: Literacy Volunteers of America, Inc.

Cromley, J. (2005). "Metacognition, cognitive strategy instruction and reading in adult literacy" in *Review of Adult Learning and Literacy*. (Vol. 5) National Center for the Study of Adult Learning and Literacy.

- Ellery, V. (2005). *Creating strategic readers: Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.
- Harvey, Stephanie & Goudvis, Anne (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Markham, Ontario: Stenhouse Publishing.
- Johns, J. L. & Lenski, S. D. (2005). *Improving reading: Strategies and resources*. (4th ed.). Dubuque, IA: Kendall/Hunt Publishing Company.
- Kelley, M. J. & Clausen-Grace, N.. (2007). *Comprehension shouldn't be silent: from strategy instruction to student independence*. Newark, DE: International Reading Association.
- Kerka, Sandra. (1988). "Strategies for retaining adult students: The educationally disadvantaged." *ERIC Digest No. 76*. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education.
- Learning Disabilities Association of Minnesota. (2007). *The adult reading toolkit: A research-based resource for adult literacy*. Minneapolis, MN: author.
- Marzano, R. J. , Norford, J. S. , Paynter, D. E., Pickering, D. J. & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA:. Association for Supervision and Curriculum Development.
- Oczkus, Lori. (2004). *Super six comprehension strategies: 35 lessons and more for reading success*. Norwood, MA: Christopher-Gordon Publishers, Inc..
- Quigley, B. Allan. (1997). *Rethinking literacy education: The critical need for practice-based change*. San Francisco, CA: Jossey-Bass.
- Robb, L. (2008). *Teaching reading: A differentiated approach*. New York, NY: Scholastic Inc.
- Strucker, J. "What Silent Reading Tests Alone Can't Tell You: Two Case Studies in Adult Reading Differences." *Focus on Basics*, Vol. 1, Issue B, May 1997, pp. 13-16.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.
- Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland, ME: Stenhouse Publishers.